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UNIVERSITY AND EDUCATIONAL NEWS

THE committee on education of the House of Representatives has reported favorably a bill establishing a National University in Washington. According to the bill an initial appropriation of \$500,000 would be made. The university would be devoted to research and graduate work and no degrees would be conferred.

IN its annual report to the board of education of New York City, Superintendent Maxwell urges the need of appropriating ten million dollars for elementary school buildings in order that all children may be accommodated. There is also said to be immediate need of buildings for high schools and for vocational schools.

ESTIMATES for 1915 appropriations for the Massachusetts College and Station have been submitted for \$313,300 for maintenance and additional appropriations as follows: Microbiology laboratory, \$67,500; for the completion of the agricultural building, \$122,500; new dormitory, \$40,000; enlargement of the power plant, \$30,000, and minor improvements, \$10,000.

IN view of the difficulties of foreign travel no fellows will be appointed by the Kahn Foundation for the year 1915-16.

DR. HORACE GROVE DEMING, for the past three years associate professor of chemistry in the Philippine College of Agriculture, has been appointed professor of chemistry and chief of the department in the University of the Philippines, filling the vacancy occasioned by the death of Dr. Paul Caspar Freer.

DR. ANDREW HUNTER, formerly assistant professor of biochemistry in Cornell University, has resigned the position of biochemist, U. S. Public Health Service, in order to accept the chair of pathological chemistry in the University of Toronto.

*DISCUSSION AND CORRESPONDENCE**THE HISTORY OF SCIENCE*

TO THE EDITOR OF SCIENCE: I desire to express my hearty commendation of Dr. Libby's

paper in the "History of Science," published in SCIENCE for November 6, 1914. His paper is one of the pioneers in this new and interesting field of thought, and the expression of such ideas needs further encouragement.

It is apparent that the time is fairly well upon us to give some definite consideration to the value and place of the study of the "History of Science," in the curricula of our universities, colleges and technical schools.

That this study represents a strong reactionary movement from the over-materialistic and specializing tendencies of the age in all departments of human progress is evident, and this is especially true in the sciences themselves. This reaction finds its development in the present idealism in the German school of science, where the historical method in the study of the sciences, theoretical and empirical, has been practised.

Two other notable and interesting papers in the past have contributed valuable suggestions, emphasizing two essential pedagogic points of view. The first treated the cultural or intellectual values derived from the intimate understanding of the problems of nature through the scientific method, and the second the historical perspective in the study of the sciences. Dr. Geo. H. Mead,¹ of the department of philosophy, lays special emphasis upon the cultural aspect in the history of science. In the last paragraph of his article he says:

There is certainly no agent that can carry more profound culture than the sciences, but our science curriculum is poor in what may be called cultural courses in the sciences, and the import of science for culture has been slightly recognized and parsimoniously fostered.

The value and importance of history as a subject, and as a method, in the ordinary culture courses can not be denied; therefore the study of nature or science with the historical basis is equivalent to a power twice as great. And when education as an instrument of progress emphasizes the cultural element, education then becomes a potent force in making and maintaining the civilization of the future.

¹ SCIENCE, N. S., Vol. XXIV., September, 1906, pages 390-97.